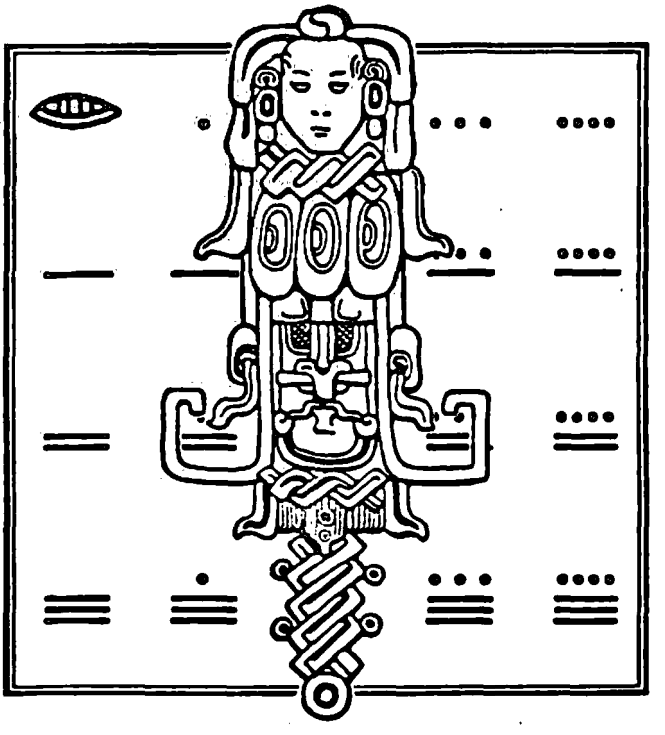
Student Achievement Testing Program Bulletin

Grade 6 Social Studies



1988-89 School Year

Alberta
EDUCATION
Student Evaluation and Records

September 1988

This bulletin contains general information about the 1989 Student Achievement Testing Program, and information specific to the Grade 6 Social Studies Achievement Test. Additional copies of this bulletin may be obtained by telephoning Alberta Education at 427-2948.

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September 1988

TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
Purpose of the Bulletin	1
GENERAL INFORMATION	2
Purpose of the Achievement Testing Program	2
Nature of the Achievement Testing Program	2
Exemptions from the Achievement Testing Program	2
Students Receiving Instruction in French	3
Administration of the Achievement Testing Program	3
Reporting the Achievement Test Results	4
DESCRIPTION OF THE GRADE 6 SOCIAL STUDIES ACHIEVEMENT TEST	5
General Description	5
Content of the Test	6
Blueprint for Part A: Multiple-Choice Questions	7
Blueprint for Part B: Written-Response Questions	8
Reporting Categories	9
SCORING OF THE TEST	10
Selection of Markers	10
Dates for Scoring	10
Scoring Procedures	10
Scoring Guides	10
SAMPLE QUESTIONS	11
Part A: Multiple-Choice Questions	12
Part B: Written-Response Questions	22
WRITTEN RESPONSE SCORING GUIDE	30

INTRODUCTION

Purpose of the Bulletin

The Grade 6 Social Studies Achievement Test will be written on June 13, 1989. This bulletin provides specific information about the design, the composition, and the scoring of the Grade 6 Social Studies Achievement Test.

Teachers should also refer to the publication *Grade 6 Social Studies Curriculum Specifications (1986)*, which presents the specific content and objectives that guide the development of the test questions.

Students should have access to the information in this bulletin, particularly to the sample questions.

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GENERAL INFORMATION

Purpose of the Achievement Testing Program

The Achievement Testing Program provides Alberta Education, school jurisdictions, and the public with information significant at the provincial and local levels about student knowledge, understanding, and skills in relation to program objectives. This program is not intended to provide information to be used for student placement or promotion.

The achievement tests are administered on a four-year cycle in four subject areas: Language Arts, Social Studies, Mathematics, and Science; and at three grade levels: 3, 6, and 9.

Nature of the Achievement Testing Program

The achievement tests are specific to the program of studies prescribed by the Minister of Education. Curriculum specifications for each subject area, provided by the Curriculum Branch and the Language Services Branch of Alberta Education, identify the major content areas, the specific learning objectives within each content area, and the emphasis that each objective is to receive. The test questions reflect these curriculum specifications.

Classroom teachers from across the province are extensively involved in developing and field testing the questions. The student responses are analysed after field testing to determine each question's suitability for inclusion on the achievement test. Questions may undergo several revisions before they appear on the achievement test.

The final draft of each test is examined by an Achievement Test Review Committee that includes representatives of The Alberta Teachers' Association, the Conference of Alberta School Superintendents, Alberta's post-secondary institutions, and Alberta Education.

Exemptions from the Achievement Testing Program

The results of the Achievement Testing Program are significant at the school jurisdiction level. All students who have been taught the subject being tested are expected to participate in the Achievement Testing Program. Any exceptions must be identified by the principal and approved by the superintendent of schools.

The only students who may be excused from participating are those for whom the test is inappropriate. That is:

1. Students who are enrolled in an approved program that has been designed for special needs students
2. Students who were taught the subject being tested in another semester or year
3. Students who are enrolled in an English as a Second Language program
4. Students who are being taught the specific subject being tested (mathematics, science, or social studies) in a language other than English

Exemptions for reasons other than those outlined must be approved by the Director of the Student Evaluation and Records Branch.

Students Receiving Instruction in French

French translations of the Social Studies and Science achievement tests are available for grades 6 and 9 according to the schedule on page 4. School jurisdictions that intend to have their students write achievement tests in French must notify Alberta Education prior to March 1, 1989.

Administration of the Achievement Testing Program

The Achievement Testing Program is administered in accordance with directives issued by the Director, Student Evaluation and Records Branch, under the authority of *Evaluation of Students Regulations*. The achievement tests must be administered on the scheduled dates and may not be rescheduled.

The achievement tests must remain unopened until the time of writing. Duplication of any test materials, including the test booklets and answer sheets, is expressly forbidden.

Immediately following the administration of the scheduled achievement tests, the principal must ensure that test booklets and answer sheets are forwarded to school board offices. The school board is responsible for collecting and forwarding to the Student Evaluation and Records Branch all test materials containing students' responses. Further details regarding procedures for returning these materials to the Branch will be issued when the achievement tests are delivered. For private schools, the Regional Offices of Alberta Education assume responsibility for collecting and forwarding test materials to the Student Evaluation and Records Branch. All unused testing materials may be retained by the school jurisdiction.

Alberta Education will supervise the scoring of all achievement tests. The scoring of achievement tests by school personnel prior to returning test materials to the Student Evaluation and Records Branch is a violation of the *Examination Rules* and contrary to the intent of the Achievement Testing Program.

In 1989, the achievement tests will be administered according to the following schedule:

Tuesday, June 13, 1989 (Morning)

Grade 3 English Language Arts

Grade 6 Social Studies*

Grade 9 Science*

In 1990, the achievement tests will be administered according to the following schedule:

Tuesday, June 12, 1990 (Morning)

Grade 3 Mathematics

Grade 6 Science*

Grade 9 English Language Arts

Thursday, June 14, 1990 (Morning)

Grade 9 French Language Arts

*A French translation of this test is available. The French translation must be administered at the same time as the English version.

Reporting the Achievement Test Results

In September 1989, a provincial report will be issued that will present the overall results for the province on major curriculum dimensions. Each jurisdiction will receive a district profile of student achievement to parallel the provincial report, as well as guidelines for interpreting the jurisdictional results in relation to provincial norms. Alberta Education will not issue individual statements of results to students; individual student profiles will be sent to superintendents and to the principals of the schools where the students wrote the test.

Consistent with our current interim French Student Evaluation Policy, provincial reports will not be prepared for the French translations of the achievement tests in Grade 6 Social Studies or Grade 9 Science.

Jurisdictions that choose to have their Francophone and/or French Immersion students write a French translation of the achievement tests in Grade 6 Social Studies or Grade 9 Science will receive reports of jurisdiction and school results. Until the amount of time devoted to instruction in French is relatively uniform across the province, permitting valid and reliable interpretation of provincial data, provincial reports of achievement tests in French language programs will not be prepared.

DESCRIPTION OF THE GRADE 6 SOCIAL STUDIES ACHIEVEMENT TEST

General Description

The test is based on the *1981 Alberta Social Studies Curriculum*. All test questions are drawn from the content of the three topics prescribed for Grade 6. These topics are: How People in Earlier Times Met Their Needs; How People in Eastern Societies Meet Their Needs Today; and Meeting Needs Through Local, Provincial, and Federal Governments. Content emphasis is derived from the *Grade 6 Social Studies Curriculum Specifications*.

The test has two components, Part A and Part B, which are printed as separate booklets. Part A contains the multiple-choice questions and is worth 70% of the total test score. This section consists of 50 questions. The student will be required to use a separate answer sheet for this part of the test.

Part B consists of written-response questions. This section is worth 30% of the total test score and consists of several questions requiring short written responses. The questions are based on a common content area and include all three types of objectives: value, knowledge, and skill.

The test will be administered on the morning of June 13, 1989. The total writing time for the test is 100 minutes, subdivided as follows:

Part A (multiple-choice questions): To be administered during a 50-minute period prior to recess on the morning of June 13, 1989

Part B (written-response questions): To be administered during a 50-minute period following recess on the same morning

The amount of time allotted for Part A and Part B should be sufficient for most students to complete all of the questions. Students are NOT permitted to write beyond the time allotted.

An attempt has been made to minimize the use of difficult vocabulary. Readability is carefully monitored, both through the involvement of numerous Grade 6 teachers during the test-development process and through field testing.

Objectives related to the development of attitudes and to most participation skills do not form part of this test. The weighting allocated to the development of these objectives in the curriculum specifications has been reassigned to the remaining objectives on a prorated basis.*

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*Although these objectives are important, questions based on such objectives yield different data than is ordinarily associated with student performance on an achievement test.

The curriculum allows for the selection of a variety of civilizations and societies to be selected for study in topics A and B. Since many different civilizations and societies will be studied in Grade 6 classrooms throughout the province, it is not possible to test students' recall of specific facts about particular civilizations or societies. Students will therefore be tested on their recall and comprehension of general information related to the prescribed concepts and generalizations. To do well, students must understand that the civilizations or societies they studied represent only examples of many similar civilizations or societies. For example, the early civilizations they have studied share many of the characteristics of other civilizations.

Content of the Test

The topics and objectives on which the multiple-choice questions of the test are based are shown in the table below. (See also the test blueprint on page 7.) The objectives on which the written-response questions of the test are based are shown on the blueprint on page 8.

Number and Distribution of Multiple-Choice Questions

Grade 6 Social Studies Achievement Test

	Value	Knowledge	Skill	Total	Emphasis in %
Topic A	2	7	8	17	34
Topic B	2	7	7	16	32
Topic C	2	8	7	17	34
TOTAL	6	22	22	50	
Emphasis (%)	12	44	44		100

Questions based on value objectives relate to understanding values and developing valuing skills. Questions based on knowledge objectives are drawn from facts, concepts, and generalizations in each of the three topics. Questions based on skill objectives are selected from the inquiry skills.

Blueprint For Part A: M le-Choice Questions
Grade 6 Social Studies Achievement Test
(70% of the total test score)

CONCEPT REPORTING CATEGORY / PROCESS REPORTING CATEGORY	VALUE CONCEPTS: Knowledge of competing values or value positions	HOW PEOPLE IN EARLIER TIMES MET THEIR NEEDS: Knowledge of facts, concepts, and generalizations related to the meeting of needs in earlier times	HOW PEOPLE IN EASTERN SOCIETIES MEET THEIR NEEDS TODAY: Knowledge of facts, concepts, and generalizations related to the meeting of needs in eastern societies	MEETING NEEDS THROUGH LOCAL, PROVINCIAL, AND FEDERAL GOVERNMENTS: Knowledge of facts, concepts, and generalizations related to the meeting of needs through governments	
KNOWLEDGE AND COMPREHENSION Recalls or recognizes data and transforms data into other words	4%	10%	10%	11%	35%
INQUIRY SKILLS I Uses skills to identify an issue, select appropriate research questions, and gather and organize data	-	4%	3%	4%	11%
INQUIRY SKILLS II Uses skills to analyse, evaluate and synthesize data	-	3%	6%	3%	12%
INQUIRY SKILLS III Uses skills to resolve an issue, apply a decision, and evaluate that decision	-	4%	1%	3%	8%
VALUING SKILLS Uses skills to analyse competing values	4%	-	-	-	4%
TOTAL	8%	21%	20%	21%	70%

Blueprint For Part B: Written-Response Questions
Grade 6 Social Studies Achievement Test
(30% of the total test score)

REPORTING CATEGORY	DESCRIPTION OF WRITING ASSIGNMENT	PROPORTION OF TOTAL MARK (%)
I. Identification of the Elements of an Issue	1. Recall of facts or concepts related to an issue. Knowledge objective — recall and understand facts and concepts	2
	2. Identification of value positions. Value objectives — develop understanding of values and analyse values	7
	3. Analysis of elements of an issue. Skill objective — analyse and evaluate data	4
	4. Defence of a generalization. Skill objective — synthesize data	2
	SUBTOTAL	15
II. Resolution of an Issue	5. Presentation and defence of a position. Skill objectives — resolve the issue and communicate effectively	15
	SUBTOTAL	15
	TOTAL	30

Reporting Categories

Student achievement will be analysed and reported to school jurisdictions using 10 reporting categories. The first eight categories report information specific to the multiple-choice portion of the test. The results of the written-response portion will be reported in the remaining two categories.

Multiple-Choice Reporting Categories

RECALL AND COMPREHENSION (ALL TOPICS): Recalls and understands facts, concepts, and generalizations

RECALL AND COMPREHENSION (TOPIC A): Recalls and understands facts, concepts, and generalizations related to how people in earlier times met their needs

RECALL AND COMPREHENSION (TOPIC B): Recalls and understands facts, concepts, and generalizations related to how people in eastern societies meet their needs today

RECALL AND COMPREHENSION (TOPIC C): Recalls and understands facts, concepts, and generalizations related to meeting needs through local, provincial, and federal governments

INQUIRY SKILLS I (ALL TOPICS): Uses skills related to identifying elements of an issue, formulating research questions and procedures, and gathering data

INQUIRY SKILLS II (ALL TOPICS): Uses skills related to analysing, evaluating, and synthesizing data

INQUIRY SKILLS III (ALL TOPICS): Uses skills related to resolving issues, planning courses of action, and evaluating decisions and courses of action

VALUE CONCEPTS AND VALUING SKILLS (ALL TOPICS): Recalls and understands competing values and uses skills to analyse competing value positions

Written-Response Reporting Categories

IDENTIFICATION OF THE ELEMENTS OF AN ISSUE: Recalls facts, concepts, and generalizations and uses them to identify elements of an issue

RESOLUTION OF AN ISSUE: Recalls facts, concepts, and generalizations and uses them to present and defend a statement of position

SCORING OF THE TEST

The multiple-choice portion (Part A) of the test will be machine-scored. The written-response section (Part B) will be marked by Grade 6 teachers who have been recommended by their superintendents and appointed by the Student Evaluation and Records Branch.

Selection of Markers

To qualify for recommendation by a superintendent, a prospective marker must have taught Grade 6 Social Studies for two or more years, currently be teaching Grade 6 Social Studies, and have a valid permanent Alberta teaching certificate.

Superintendents will be contacted in March 1989 for their recommendations. The Student Evaluation and Records Branch will select approximately 150 teachers from the list of recommended markers. Selections will be made to reflect a proportional representation from the various regions of Alberta. Markers will be contacted in May.

Dates for Scoring

The written-response section of the 1989 Grade 6 Social Studies Achievement Test will be scored in Edmonton during the week of July 17 to 22, 1989.

Scoring Procedures

Markers will be trained in the application of scoring guides, and sample papers will be discussed prior to actual scoring. Consistency in marking will be closely monitored.

Each paper will be scored by three different markers. However, each question will be scored by only one marker. This scoring system will allow reliable results to be reported at the jurisdictional and provincial levels.

Scoring Guides

The scoring guides presented on pages 30 to 35 will be used to grade the written-response section. The descriptions of the criteria for scoring will be adjusted to reflect the requirements of each specific assignment and actual student responses. Training in the use of these guides will be provided at the marking sessions. Since the scoring guides do not appear in the test booklet, teachers should familiarize their students with the criteria prior to their writing the test.

SAMPLE QUESTIONS

Examples of both multiple-choice and written-response questions are presented on pages 13 to 29. They illustrate the nature and complexity of the questions that will appear on the test. Background information for each multiple-choice question is provided. In addition to the keyed response, each question is classified according to the topic and objective on which it is based. The difficulty level of the question, indicating the percentage of students tested who answered the question correctly, is also given. Please note that this collection of questions does not represent the emphasis of the course. The weightings assigned to the different course objectives for the actual test are indicated in the blueprints on pages 7 and 8 of this bulletin.

You are encouraged to familiarize your students with the types of questions that will appear on the achievement test by having them work through the sample questions.

PART A: Mulitple-Choice Questions

A sample of the instruction page that contains the specific directions for answering the multiple-choice portion of the test is presented below. Sample questions are found on pages 13 to 21.

GRADE 6 SOCIAL STUDIES ACHIEVEMENT TEST

PART A: MULTIPLE CHOICE

GENERAL INSTRUCTIONS

1. Please be sure that you have put your name and other information on your answer sheet before you begin this part of the test.

2. This test has 50 questions. You will not be finished until you see the STOP sign on page 28. You have 50 minutes to complete this part of the test.

3. Read carefully. Choose the CORRECT or BEST answer for each question.

4. Mark your answer on the answer sheet with an HB pencil only. Be sure that the number on the answer sheet is the same as the question number in the test booklet.

   Example:

Test Booklet	Answer Sheet
8. Edmonton is the capital city of	A B C D
A. British Columbia **B.** Alberta **C.** Saskatchewan **D.** Manitoba	8. ○ ● ○ ○

5. Fill in the entire circle for each answer that you choose. If you make a mistake, erase your first mark COMPLETELY and fill in the correct circle.

6. Try to answer every question.

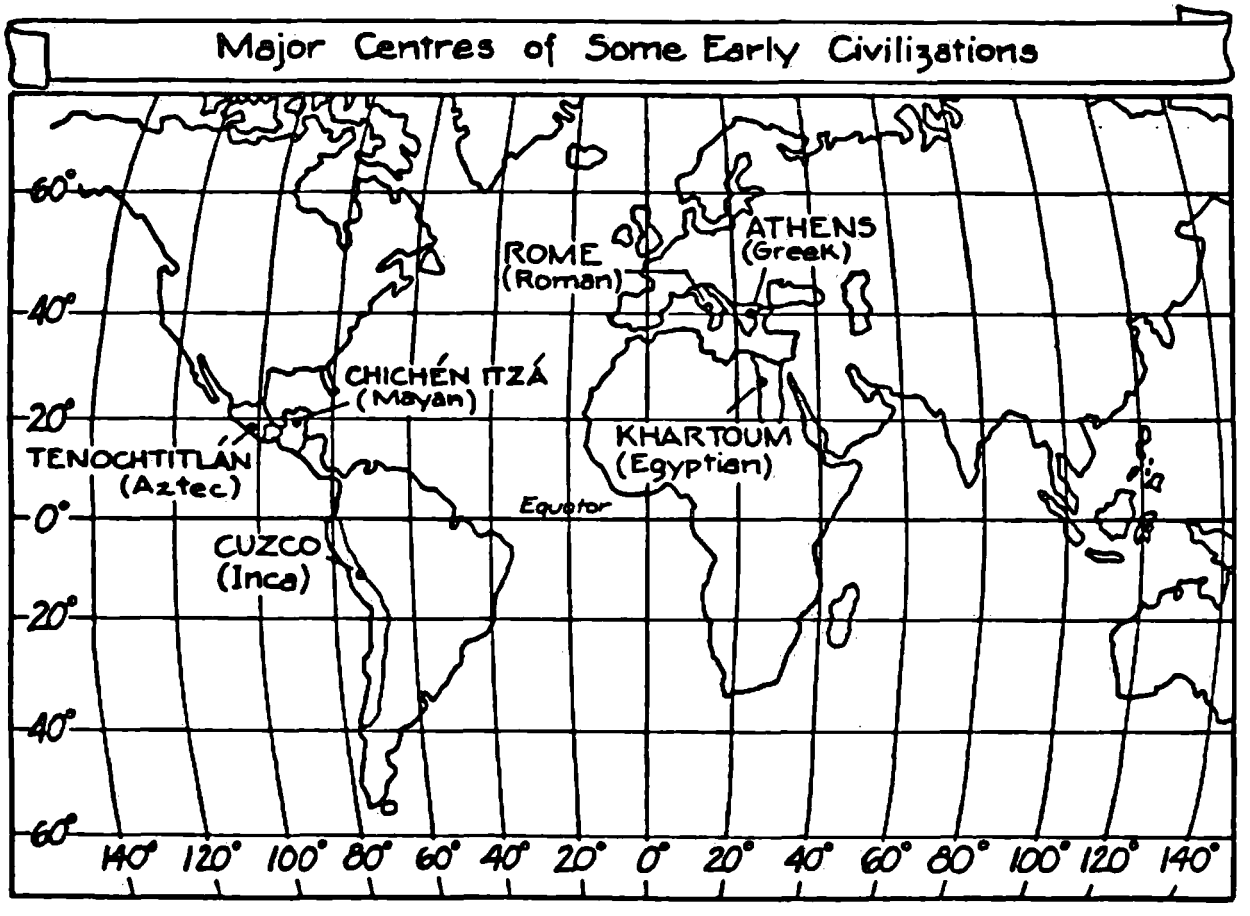
DO NOT WRITE ON THE TEST BOOKLET

An asterisk denotes the correct answer for each question.

Question 1.

Cognitive Process: To answer question 1, the student is required to read and interpret the latitude - longitude grid system on the map.
Curriculum Focus: Topic A, skill objective - gather and organize data by reading and interpreting the latitude - longitude grid system on a simple world map
Difficulty: 45%

Use the map below to answer question 1.



1. Which major centre is located about 18°N and 88°W?

* A. Chichén Itzá
B. Cuzco
C. Khartoum
D. Tenochtitlán

Use the information below to answer questions 2 and 3.

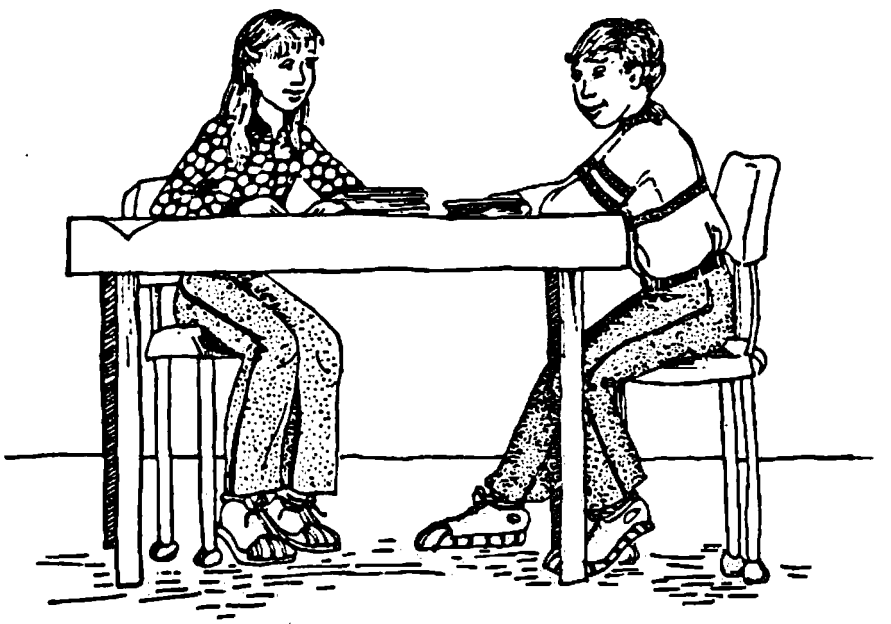
Cathy and Blair had a debate at school. Cathy chose to talk about the Mayan civilization. Blair spoke about his society.

Cathy said:

I like the Mayan way of making decisions. Although their system was harsh, at least the Mayans knew what the rules were. The *Halach Uinic* (chief ruler) and high priests lived in the palaces. Noblemen were expected to live near the city centre, while farmers and peasants lived in small huts at the edge of the city.

Blair said:

Yes, but we have more freedom in our society. Some people don't think it's important to spend most of their money on housing. Others want large homes, so they work hard to earn extra money. These people can afford to rent or own bigger homes. I think our system is fair.



REPORTING CATEGORY: VOCABULARY

Selecting and using words and expressions correctly and effectively

SCORE		DESCRIPTION OF PERFORMANCE
5	EXCELLENT	Specific words and expressions are used to create vivid images and/or to create clear and precise details. Words and expressions are used correctly and effectively.
4	PROFICIENT	Specific words and expressions are used to create images and/or to add clarity to details. Words and expressions are used correctly and often effectively.
3	SATISFACTORY	Specific words and expressions are occasionally used to add clarity to images and details, but general words are more apparent. Words and expressions are used correctly.
2	LIMITED	General words and expressions are used. Specific words, if present, are used incorrectly and/or repetitively.
1	POOR	Vague words and expressions predominate. Choice of words is restricted.

REPORTING CATEGORY: CONVENTIONS

Using the conventions of written language correctly

SCORE		DESCRIPTION OF PERFORMANCE
5	EXCELLENT	The quality of writing is enhanced because of consistently correct spelling, punctuation, and capitalization. Errors, if present, do not affect the clarity of the communication.
4	PROFICIENT	The quality of writing is reinforced because of essentially correct spelling, punctuation, and capitalization. Errors that are occasionally present do not affect the clarity of the communication.
3	SATISFACTORY	The quality of writing is adequate because of generally correct spelling, punctuation, and capitalization. Errors that are present sometimes affect the clarity of the communication.
2	LIMITED	The quality of writing is reduced because of generally incorrect spelling, punctuation, and capitalization. Errors that are present often affect the clarity of the communication.
1	POOR	The quality of writing is weak because of consistently incorrect spelling, punctuation, and capitalization. Errors that are present severely affect the clarity of the communication.

PART B: READING

Part B: Reading consists of 40 multiple-choice questions based on reading selections from fiction, nonfiction, and poetry.

The achievement test blueprint for Part B: Reading on page 18 is followed by sample questions. These questions illustrate the nature and complexity of questions that appear on the Grade 3 English Language Arts Achievement Test. They do not, however, reflect the exact emphases indicated in the achievement test blueprint or the projected achievement test mean (page 5). The key and question information for the sample questions are on page 28, and the blueprint for the sample questions is on page 29.

Development of Part B: Reading

Reading selections were chosen according to the following general guidelines:

- Reading selections, whenever possible, should be relatively short but should be complete works containing a beginning, a middle, and an end.
- Reading selections should reflect the interests of the majority of Grade 3 students.
- Reading selections should be of appropriate difficulty for Grade 3 students.
- Canadian content should be used extensively.

The following guidelines provided direction for question development:

- Questions related to each reading selection should be arranged from least to most difficult or from specific to general, whenever practical.
- Questions should test the student's ability to understand and analyse the reading selections and to make judgments about their form and content. Only questions dealing with significant aspects of the reading selections should be asked.
- The reading test blueprint must be based on the curriculum specifications for Grade 3 English Language Arts that were developed from the *Program of Studies for Elementary Schools 1978* (amended 1982).

Blueprint for Part B: Reading

The blueprint for Part B: Reading that follows shows the reporting categories and cognitive levels under which questions are classified, and it indicates the number of questions in each category.

REPORTING CATEGORY	COGNITIVE LEVEL		TOTAL NO. OF QUESTIONS
	LITERAL UNDERSTANDING	INFERENTIAL UNDERSTANDING and JUDGMENT	
1 ATTENDING TO DETAILS The student should be able to construct meaning from background experience and by attending to the supporting details found in a reading selection.			18-25
2 ASSOCIATING MEANINGS The student should be able to associate meanings of words and expressions from background experience and from contextual clues in a reading selection.			8-10
3 SYNTHESIZING IDEAS The student should be able to synthesize ideas from the entire reading selection in order to construct meaning, to deduce the main idea, and to predict plausible outcomes or conclusions.			8-12
TOTAL	10-12	28-30	40

Explanation of Cognitive Levels

- Literal Understanding

  When answering questions listed in the blueprint under Literal Understanding, the student is required to identify or to remember, either by recall or recognition, supporting details and cause-and-effect relationships that are directly stated in a reading selection. When answering vocabulary questions listed under Literal Understanding, the student is required to recall word meanings from the context.

- Inferential Understanding and Judgment

  When answering questions listed in the blueprint under Inferential Understanding, the student is required to understand through analysis and interpretation the meanings, details, and relationships that are implied in a reading selection.

  The student must select the BEST alternative when answering Judgment questions. In such questions, each alternative has a measure of truth. The student must judge the alternatives using the context of the reading selection in order to select the BEST answer.

The Part B: Reading sample test of 20 questions follows on pages 20 to 27. The key, question description, and blueprint for the sample test follow on pages 28 and 29.

I. Read the following story and answer questions 1 to 5.

from THE WIZARD OF OZ

While Dorothy was looking earnestly into the queer, painted face of the Scarecrow, she was surprised to see one of the eyes slowly wink at her. She thought she must have been mistaken at first, for none of the scarecrows in Kansas ever wink; but presently the figure nodded its head to her in a friendly way. Then she climbed down from the fence and walked up to it, while Toto ran around the pole and barked.

"Good day," said the Scarecrow, in a rather husky voice.

"Did you speak?" asked the girl, in wonder.

"Certainly," answered the Scarecrow. "How do you do?"

"I'm pretty well, thank you," replied Dorothy politely. "How do you do?"

"I'm not feeling well," said the Scarecrow, with a smile, "for it is very awkward being perched up here night and day to scare away crows."

"Can't you get down?" asked Dorothy.

"No for this pole is stuck up my back. If you will please take away the pole I shall be obliged to you."

Dorothy reached up both arms and lifted the figure off the pole, for -- being stuffed with straw -- it was quite light.

"Thank you very much," said the Scarecrow, when he had been set down on the ground. "I feel like a new man."

Dorothy was puzzled at this, for it sounded queer to hear a stuffed man speak, and to see him bow and walk along beside her.

"Who are you?" asked the Scarecrow when he had stretched himself and yawned. "And where are you going?"

"My name is Dorothy," said the girl, "and I am going to the Emerald City, to ask the Great Oz to send me back home to Kansas."

L. Frank Baum

1. How did the Scarecrow first surprise Dorothy?

   O He spoke.
   O He yawned.
   O He winked.
   O He walked.

2. Why was the Scarecrow not feeling well?

   O He was sad and lonely.
   O He was stuffed with straw.
   O He was afraid of the crows.
   O He was tired of being stuck on a pole.

3. Why was Dorothy puzzled by the scarecrow?

   O He acted like a man.
   O He had a painted face.
   O He scared away the crows.
   O He wanted to go to Kansas.

4. In this story, what does the underlined work <u>obliged</u> mean?

   O Strange
   O Puzzled
   O Grateful
   O Surprised

5. How could the Great Oz help Dorothy?

   O By helping the Scarecrow to feel better
   O By helping the Scarecrow to scare crows
   O By sending her to the Emerald City
   O By sending her back to Kansas

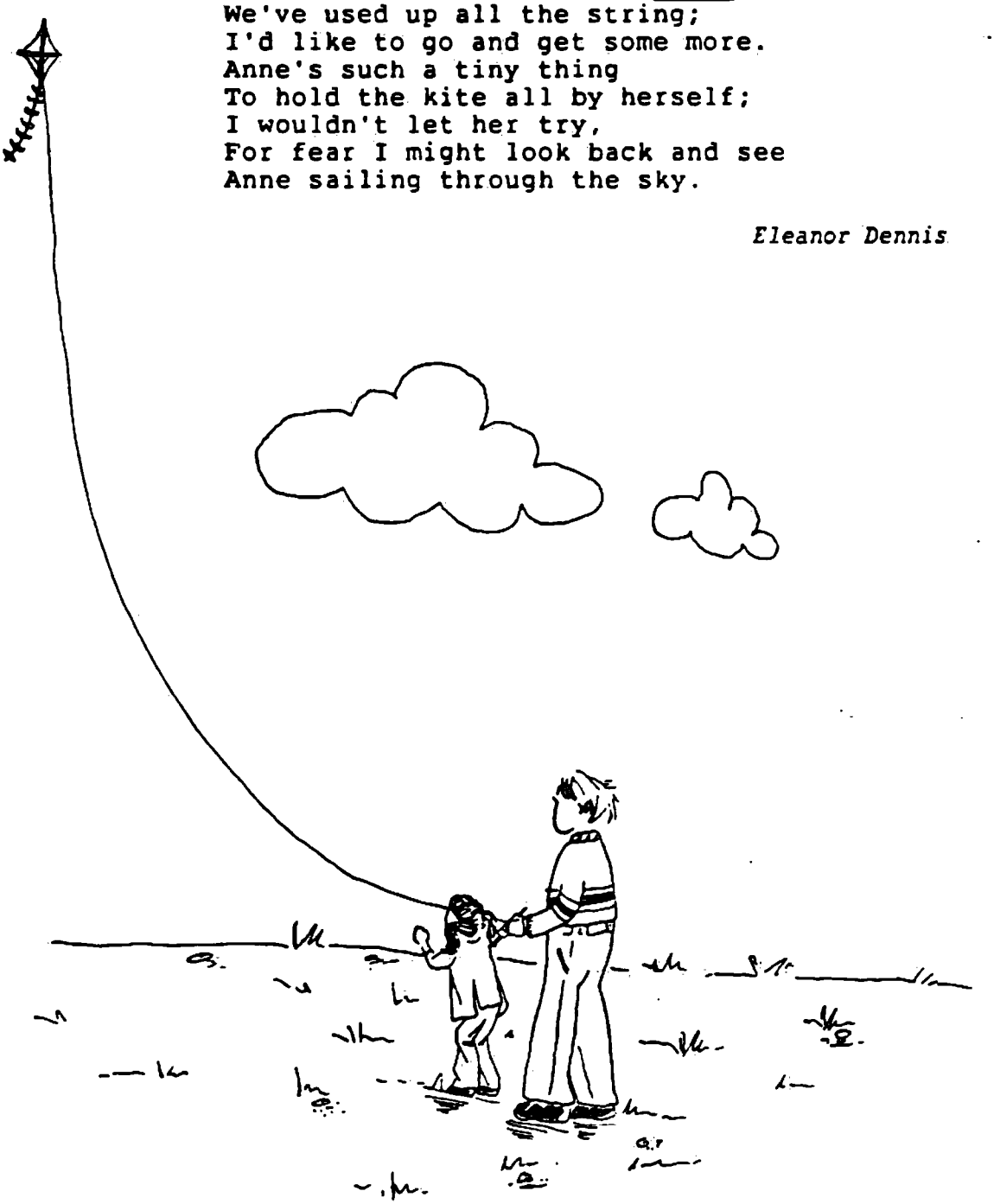
GO ON TO THE NEXT PAGE

II. Read the following poem and answer questions 6 to 10.

MARCH WIND

We made a brand-new kite today,
And soon as we were through
We came out here to fly it,
And the wind just blew and blew.
And now the kite's a tiny speck;
We've used up all the string;
I'd like to go and get some more.
Anne's such a tiny thing
To hold the kite all by herself;
I wouldn't let her try,
For fear I might look back and see
Anne sailing through the sky.

Eleanor Dennis



6. Why is the brand-new kite so tiny?

- O Anne is so small.
- O The kite is small.
- O It is a very large kite.
- O The kite is so high in the sky.

7. In this poem, what does the underlined word <u>speck</u> mean?

- O Talk
- O Spot
- O High
- O String

8. Why does Anne's friend MOST LIKELY want more string?

- O Because Anne wants to hold the kite string
- O Because the kite string is all used up
- O Because the kite is such a tiny speck
- O Because the wind keeps blowing

9. Why does Anne need help to fly the kite?

- O She needs more string.
- O Her friend has gone away.
- O She is too small to fly the kite alone.
- O The kite is too far away for her to see.

10. Why won't Anne's friend let her fly the kite?

- O She may be lifted into the sky.
- O She may let go of the string.
- O She may break the string.
- O She may tear the kite.

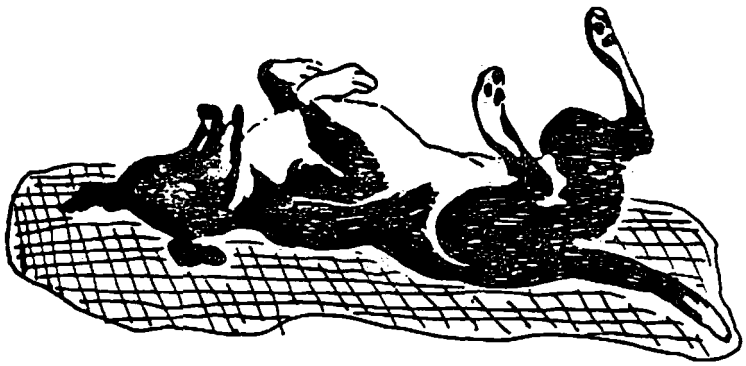
GO ON TO THE NEXT PAGE

III. Read the following and answer questions 11 to 15.

PET TALK

A dog does not need words to let you know what it wants.

When your dog meets you at the door in this posture, it's not stretching, it's saying "Hello, glad to see you." At any other time this posture means, "Please play with me." If you want to play, get down on your knees, stretch out your arms and let your dog know.



When your dog was a puppy, it learned to roll onto its back to show respect to its mother. If your dog lies on its back like this, it's accepting you as a leader, and is ready to listen to your orders.

Every time your dog nudges you with its nose, it's saying, "Hey, don't forget me." As a puppy, it used this motion to get milk from its mother. Your dog may also put a raised paw into your hand to show that it trusts you to make it feel better. Try nose nudging your dog on the side of its face when you want a little extra affection.

Barbara Chernin

11. How do you know when your dog wants to play?

O It nudges you.
O It raises its paw.
O It lies on its back.
O It stretches forward.

12. How do you know that your dog is willing to take orders?

O It lies on its back.
O It raises its paw.
O It stretches out.
O It nudges you.

13. How can you tell that your dog may be hungry?

O It lies down.
O It runs around.
O It stretches out.
O It nose nudges you.

14. How do you know that your dog trusts you?

O It puts a paw into your hand.
O It gets down on its knees.
O It lies flat on its back.
O It starts to bark.

15. What does the underlined work <u>affection</u> mean?

O Food
O Love
O Work
O Play

GO ON TO THE NEXT PAGE

IV. Read the following story and answer questions 16 to 20.

from THE LOON'S NECKLACE

The old blind man was sitting by a lake. He sang of his troubles to the Indian Spirits. Loon heard his sad song.

"You sing of troubles," Loon said. "How can I help you?"

"O Loon, I am old and blind. My family are starving and I can't feed them. I do not ask to be young, but I would not be so helpless if I could see. I would give my most precious possession to see again."

Loon said: "First you must enter the water with me. Hang onto my wings as I dive and bury your eyes in my feathers."

The old man did as he was told. He grasped Loon's wings and together they dove, -- down, down, down.

Then they floated up, up, up.

They reached the air just as the old man thought his lungs would burst.

"Can you see?" Loon asked.

"A little," he replied. "I can see the shape of some trees."

"Dive with me again!"

Down, down, down they went. And up, up, up -- just like the first time.

"I can see!" cried the old man.

He yanked a shell necklace from his chest and tossed it to the bird. It fell on Loon's neck, while a sprinkling of loose shells covered his back.

Where the shells touched his black feathers, beautiful white markings appeared. Loon preened himself and swam away.

William Toye

16. What trouble did the old man have?

- O He could only sing sad songs.
- O He wanted to be young.
- O He was by himself.
- O He was blind.

17. What does the underlined word <u>precious</u> mean in the story?

- O Pretty
- O Valuable
- O Helpless
- O Plentiful

18. Why did Loon and the old man need to dive a second time?

- O The old man could see only a little.
- O The old man's lungs would burst.
- O Loon wanted the necklace.
- O Loon liked to swim.

19. When did Loon get white markings on his back?

- O When Loon reached the air
- O When Loon dived into the water
- O When shells touched Loon's black feathers
- O When Loon preened himself by the water's edge

20. What was the old man's most precious possession?

- O A sad song
- O Loon's wings
- O White markings
- O A shell necklace

THE END

Part B: Reading - Sample Questions - Key and Description

Question No.	Keyed Response	Difficulty Level*	Reporting Category**	Cognitive Level
1	C	.804	Attending to Details	Literal
2	D	.814	Attending to Details	Inferential
3	A	.801	Synthesizing Ideas	Inferential
4	C	.731	Associating Meanings	Inferential
5	D	.781	Attending to Details	Literal
6	D	.788	Synthesizing Ideas	Inferential
7	B	.750	Associating Meanings	Inferential
8	B	.760	Synthesizing Ideas	Judgment
9	C	.840	Attending to Details	Inferential
10	A	.657	Associating Meanings	Inferential
11	D	.766	Attending to Details	Literal
12	A	.667	Attending to Details	Inferential
13	D	.728	Attending to Details	Inferential
14	A	.721	Attending to Details	Literal
15	B	.776	Associating Meanings	Inferential
16	D	.852	Attending to Details	Literal
17	B	.622	Associating Meanings	Inferential
18	A	.770	Synthesizing Ideas	Inferential
19	C	.811	Attending to Details	Literal
20	D	.696	Synthesizing Ideas	Inferential

*The difficulty level of the question indicates the percentage of students who answered the question correctly on a field test, or an estimate of difficulty if the question has been revised.

**See the blueprint on page 29 for a description of each reporting category.

Part B: Reading
Blueprint
(Sample Questions)

REPORTING CATEGORY	COGNITIVE LEVEL		TOTAL
	LITERAL UNDERSTANDING	INFERENTIAL UNDERSTANDING and JUDGMENT	
1 ATTENDING TO DETAILS The student should be able to construct meaning from background experience and by attending to the supporting details found in a reading selection.	1, 5, 11, 14, 16, 19	2, 9, (10), 12, 13, (18)	10 (50%)
2 ASSOCIATING MEANINGS The student should be able to associate meanings of words and expressions from background experience and from contextual clues in a reading selection.	----	4, 7, 10, 15, 17	5 (25%)
3 SYNTHESIZING IDEAS The student should be able to synthesize ideas from the entire reading selection in order to construct meaning, to deduce the main idea, and to predict plausible outcomes or conclusions.	----	3, 6, 8, 18, 20	5 (25%)
TOTAL	6 (30%)	14 (70%)	20

*Bracketed numbers indicate that the questions could fit more than one category.

CREDITS

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